

Course Outline & Syllabus

IB 20th Century Topics

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SFHS

2012-2013

The most important thing is to not stop questioning - Albert Einstein

IB 20th Century Topics is the 2nd year of the IB History Higher Level diploma program at South Forsyth High School. During the second year, students will study one of the three prescribed topics (Arab-Israeli Wars) and three of the six 20th Century Topics: 1. Causes, Practices, and Effects of War, 3. Rise & Rule of Single Party States, and 5. The Cold War. Within that framework, we will also cover material related to the Regional Option for the Americas that relates to topics in the history of the 20th Century world. Students will also begin work on a historical research paper known as the History Internal Assessment that will begin in August and be due in November and a second more extensive and independent paper known as the Extended Essay which will begin in August and end in February.

In order to complete the IB History HL requirements for the IB seal on their diploma, students must score an average total of 4 or higher on a scale of 1-7 on the following IB examinations/assessments in May of 2013:

Paper One—*Document Based questions on the Arab-Israeli Wars, 1948-1979 and one essay over a time limit of one hour = 20% of total*

Paper Two—*Two essays in one hour & 30 minutes over two different 20th Century Topics = 25% of total*

Paper Three—*Three essays in two hours and 30 minutes over three different Americas topics = 35% of total*

History Internal Assessment (IA) - a 1500-2000 word paper on a historical topic = 20% of total

We start with the events that lead into the 20th Century beginning with Bismarck, work our way through World War One, then Stalin and the Russian Revolution and make our way into the single party states and topics in the later half of the 20th Century to include: World War Two, the Cold War, Cuba, Peron, Vargas, the Mexican Revolution, China, Korean War, Arab-Israeli conflicts, and the Cuban Missile Crisis as well as guerilla movements and terrorism leading into the 21st Century. We will proceed chronologically throughout the year, covering terms, examination practices and examples of war and conflict, themes and topics as they appeared during the past century of man's existence.

Assignments should be read on or before the listed date. They will be discussed in class those days and material is subject to possible quizzing as of those dates. Absence from school still requires that you read the listed assignment by these dates.

Textbooks

The IB History approved text is:

Twentieth-Century World, 5th ed. by Findley/Rothney. Houghton-Mifflin Co., Boston, MA 2002

Baccalaureate History: Causes, practices and effects of wars for the IB Diploma, J. Thomas & K. Rogers. Pearson, London, England, 2010.

Baccalaureate History: C20th World - Authoritarian and Single Party States for the IB Diploma, B. Mimmack, D. Senes, and E. Price. Pearson, London, England, 2010.

Baccalaureate History: The Cold War for the IB Diploma, J. Thomas. Pearson, London, England, 2008.

Sample supplementary texts include:

A History of Western Society Since 1300, Seventh Edition. McKay, J., Houghton Mifflin Co., 2003.

A History of Modern Europe: From the Renaissance to the Present, Second Edition. Merriman, J., WW Norton & Co. Publishers, 2004.

Western Civilization, Fifth Edition. Spielvogel, J., Wadsworth/Thomson Learning, 2003.

And a rather extensive variety of other *outside sources* of information will be used extensively at the teachers discretion and will include texts, historical references, journals, and internet summaries.

TOPICS OF STUDY:

1st Semester:

Internal Assessment for History (start/ongoing 15 weeks)

General Discussion of Causes of War and Types of War in 20th Century

Extended Essays – ongoing work through December

Causes, Practices Effects of War: World War One — 4 wks

Russian Revolution & Stalin/USSR 1924-41—5 wks

Mexican Revolution-1 wks

Rise & Rule of Single Party States: Hitler, Peron, Castro, Kim, Mao, Nyerere, Kenyatta, Nasser, other regional dictators — 5 wks

Internal Assessment for History (finish October 31, 2012)

Causes, Practices, Effects of War: Spanish Civil War — 1 wks

Causes, Practices, Effects of War: World War Two — 4 wks (part of first semester, end in second semester)

2nd Semester:

Single Party State Papers — 2 wks due mid-January

Causes, Practices, Effects of War: World War Two — 4 wks (conclusion)

Causes, Practices Effects of War: Beginnings of Cold War, Chinese Civil War, Korean War – 3 wks

Prescribed Topic: Arab-Israeli Conflicts 1945 – 1979 - 4 wks

Causes, Practices Effects of War: mid-Cold War 1954-1975, Vietnam War – 2 wks

Causes, Practices Effects of War: Indo-Pakistani Conflicts – 1 wks

Causes, Practices Effects of War: Cuban Missile Crisis, Guerilla Warfare, Terrorism, Nuclear War – 2 wks

The Cold War: Cold War to end – 3 wks

Required Outside Reading

Summer/Junior Year -

CONRAD, JOSEPH. *HEART OF DARKNESS*, BANTAM PUBLISHING, 1995.

Movie: *APCALYPSE NOW*

1st Nine Weeks -

GILDERHUS, MARK T., *HISTORY AND HISTORIANS: a HISTORIOGRAPHICAL INTRODUCTION*, 5th ed.. PRENTICE HALL, New Jersey, 2003

MARX, KARL , *COMMUNIST MANIFESTO*, 1848

3rd Nine Weeks – (time permitting)

JUNG SANG, *WHITE SWANS: THREE DAUGHTERS OF CHINA*. 2003

Graded Activities:

Document Analysis Activities: The most frequent grade in this class will be analysis on assigned readings. These will count as formative assessments (25% of total grade).

Vocabulary: The second most frequent grade in this class will be vocabulary assignments. These will be given as lists of terms by unit and topic that are due on set dates combined with required review and edits. They will be composed together in an online Wiki on the Angel website so that all students may access them for review purposes. They, too, will count as formative assessments (25% of total grade).

Essays: Every one or two weeks you will write an essay in the format of the essays you will write on the APWH test in May. These will include both free-response style questions (for Paper Two and Paper Three in May) and document based questions (for Paper One in May). Students will be assigned several over the course of the year as we develop their essay and writing skills as related to historical topics and the IB exams in May. All of these essays will count as summative assessments (75% of total grade). Students will need three highlighters (yellow, green and blue) for self-assessment of many of these assignments to help you better understand the underlying requirements of an IB essay question.

Exams: The various Unit exams in this class will follow the format of the IB exam you will take in May. Each exam will be comprised of one or more essay questions. These count as summative assessments (75%). All unit tests will be curved using a modified square root of the percentile score. **NOTE: Midterm and Final Exams:** The midterm exam will be one of the required summative assessments in the fall and will count as TWO summative grades. The final exam will be one of the summative assessments in the spring and will count as 15% of the final course average. The final (only) may be exempted if the student has a 90% average or higher going in to the final exam period.

Projects: There will be several summative group projects over the various units of study this year. The class will be divided into various presenting groups that will change over the course of the year and each group will research the given period and present it to the class at a specified time. These assignments will count as summative assessments.

Additionally, there will be other small group and individual projects throughout the course designed to further develop the IB topics and some specific content within the IB units of study. They will include research, writing, outside readings, Socratic and oral arguments, and presentation components among others. These will count as formative assessments.

Notebook: Every student is also required to keep a notebook. The notebook will contain this syllabus, in addition to class notes, papers and handouts, readings, essay rubrics, and all documents used in class.

SFHS Mid-term/Final Exam Policy 2012-2013

South Forsyth High School will administer a mid-term/final exam at the end of first and second semester. For non-EOCT courses: the mid-term and final exam will be weighted as two test grades in the summative category. For EOCT Courses: the EOCT will count as 20% of the course average.

Grading Weights 2012-2013 - Gradebook/Semester Average

75% Summative/25% Formative
Course Average (Composite Grade) Yearlong Courses
Semester 1 = 50%
Semester 2 = 50%

Summative	75%
Formative	25%
Mid-Term/Final Exam	Included in Summative (2 test Grades)

SFHS Social Studies IB Make-up and Retake Policy 2012-2013

Students have five class days following an absence to make up missed work. If they are absent on a day that homework is due, that work is due upon return to school. If they are absent the day before or day of a given test, they will make up the test upon return to school the next day. Students receiving a zero (0) for a missed assignment

may makeup that assignment as late as the end of the Unit that it was assigned during. The makeup grade for such an assignment will not exceed a 70. Due to the rigor of IB coursework students in IB classes will NOT be allowed to retake failed summative assignments such as tests, essays, etc.

It is the responsibility of the student on the day of his/her return to school to speak with me to arrange for make-up work, either before or after class. No make-up work will be done during class time. It is the student's responsibility to get class notes missed during an absence and the lack of notes due to absences will not excuse the student on test days.

Availability for Extra Help: I will be available for extra help sessions during Instructional Focus on Wednesdays and on Thursdays between 7:45 am - 8:15 am.

SFHS High School Social Studies ReTeach & ReAssess Policy:

IB Classes: No reassess/retake possibilities, due to “square root” curve applied to all summative exams in AP classes

Extra Credit

Students will be offered three opportunities each semester to view and critique a specific selection of historically relevant movies. Each such critique must be turned in by specified due dates (not the end of the semester) and counts as a +1%ile added to their current class average at the end of the semester. So, assuming a student completes all three “movie critiques” and turns them in over course of the semester, if their course average in December was an 86%, I would adjust their average up to a 89%. No other extra credit will be offered.

Cheating - Parents and Students please note:

Academic integrity is a cornerstone of the educational process at SFHS Any student caught cheating, which is any form plagiarism on submitted work, or, during quizzes and tests, any form of communication, including, but not limited to, talking, wandering eyes, the use of hand signals / gestures, the use of electronic devices or pre-written material will result in a zero on the assignment and an automatic disciplinary referral. If you are not sure what constitutes plagiarism, see me before submitting your work. IBO takes a very dim view of what they term malpractice and candidates can lose credit for submitting plagiarized content.

- NO EXCEPTIONS.

Work Habit Categories and Scoring – NEW High School Report Card Addition!!!!

1: Does not meet 2: Meets 3: Exceeds

Category 1: Responsibility (RE) - The student adapts to classroom practices.

1. Requires frequent redirection; strays off-task; disrupts learning environment; fails to follow class procedures.
2. **Is a self-starter; remains on-task; asks questions for clarifications when needed; applies strategies for meeting learning goals; follows class procedures.**
3. Displays independent initiative; maximizes opportunities; solves problems.

Category 2: Participation (PA) - The student pursues learning through active involvement.

1. Disengages from the learning environment; responds only to teacher prompts.
2. **Engages in activities and discussions.**
3. Leads others to participate; explores new class ideas and approaches.

Category 3: Assignment Completion (AC) - The student completes work by the designated time/date and according to directions.

1. Fails to complete assignments or submit work; struggles to follow directions.
2. **Produces completed work on a consistent basis by the designated time/date; follows directions.**

3. Demonstrates new applications and examples of standard; exceeds assignment expectations; extends personal learning.

Category 4: Interpersonal Skills (IS) - The student interacts with others to create a positive learning environment.

1. Lacks flexibility when working with peers; isolates self.
2. **Works well with peers; listens and speaks respectfully; questions ideas rather than the person.**
3. Adjusts to a variety of classroom roles; mediates; influences others to learn.

Unit Activities

The following activities (are included in the course but this list is not comprehensive) will be utilized at least once in each of the six units to ensure that the students have developed the skills and an analytical understanding of the unit content:

Note-taking and Class Discussion

Students will take notes on classroom lecture, readings, and group activities. These notes will support the student in mastering the content of the course as well as analytical thinking and writing skills.

Discussion Board Postings – Students will practice their skills on document analysis, literary and artistic interpretation through the discussion board process. Using a document, work of art, map, graph, text excerpt, political cartoon, etc. the students will complete a document analysis template which requires them to note the following information: document source, date/s, meaning, perspective, and where applicable at least two areas in which the document could be grouped with examples of a possible grouping.

Blackboard/Internet Readings & Postings – Students will be required to read excerpts of a minimum of two primary source documents (may choose among a number of tagged documents on Pinpoint blackboard), scholarly historical arguments (tagged questions), or other types of readings/resources. Required responses are unique to each assignment tag.

Writing Assignments

The students will write essays throughout the school year. These essays will be completed by the student both at home as well as in-class essays which will be written on a timed basis. Each student will be required to learn all three of the rubrics (DBQ, CC & T, and CC). In addition, class discussions will be held to explain the skills necessary to master in these rubrics. Thesis development exercises will be taught at the beginning of the year.

Pinpoint WIKI Collaborate Vocabulary Study Guide

Students will be divided into groups each unit corresponding to the AP World History key concepts. The students will work to explore their key concept and focus questions across cultures in greater depth by utilizing the supplemental texts as well as other AP textbooks (Spielvogel, Bentley, Spodek, etc.).

Students will collaborate to compile comparative PERSIA charts and post them on Pinpoint Blackboard for other students to edit and improve. They will also analyze the different emphasis and periodization that they encounter in their sources and record their findings on the wiki. Students will identify continuities from previous units as well as, the nature and causes of change over time. Students are required to cite their sources, answer questions, and justify their work. Groups and assigned key concepts/focus questions will change with each new unit.

Contact Information

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